

---

# **STUDENT ASSESSMENT IN HEALTH ENHANCEMENT**

## ***Standards-Based Assessment***

**Cooperatively Developed by the  
Office of Public Instruction  
and  
Montana Association  
for  
Health, Physical Education, Recreation and Dance**

**2001 Edition**

---

This document was printed using federal funds from a cooperative agreement from the U.S. Centers for Disease Control and Prevention, Division of Adolescent and School Health (PA 805)

# STANDARDS-BASED ASSESSMENT IN HEALTH ENHANCEMENT

In October 1999, the Montana Board of Public Education adopted the Health Enhancement Standards (see Appendix E) into the Montana School Accreditation Standards. We entered a new era... the era of standards-based curricula AND standards-based assessment.

The Accreditation Standards also require the development of (1) a system of program evaluation AND (2) a plan for student assessment. Schools are in various stages of curriculum development, but are required by the Fall of 2004 to have their curriculum aligned to the Standards.

This document was cooperatively developed by the Office of Public Instruction (OPI) and Montana Association for Health, Physical Education, Recreation and Dance. It is intended to supplement the earlier document: "**Montana Health Enhancement K-12 Content and Performance Standards With Benchmarks at 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> Grades**" published and distributed in 1999. This document may be found electronically on the OPI website ([www.metnet.state.mt.us](http://www.metnet.state.mt.us)). Go to the "Health Enhancement Division" and then into "Standards."

While the earlier document provides information on the Standards and a suggested approach to curriculum development and student assessment, this document is intended to provide a more in-depth look at assessment practices, purposes and possibilities... all intended to lead to a "seamless" approach to:

Standards to Curriculum  
Curriculum to Assessment  
Assessment to Revised Curriculum

All would be aligned so that students and parents, as well as teachers, would know and understand the purpose(s) of assessment and their uses.

We hope this document provides a start in that direction.

Spencer Sartorius  
Division Administrator  
Office of Public Instruction

Maureen P'Nut Thomas  
Co-Executive Director  
MAHPERD

Carol Cooke  
Co-Executive Director  
MAHPERD

We wish to acknowledge the people who contributed their time and effort to the development of this document. They did so in the interest of their profession and to ensure that our students are provided the best possible Health Enhancement education.

Rick Chiotti  
Health Enhancement Division  
Office of Public Instruction  
Helena, MT

Laura Dybdal, Ph.D.  
Health and Human Performance Department  
University of Montana  
Missoula, MT

Cathy Fisher\*  
Health Enhancement Teacher  
Rattlesnake Middle School  
Missoula, MT

Spencer Sartorius  
Health Enhancement Division  
Office of Public Instruction  
Helena, MT

Maureen P'nut Thomas\*\*  
Health Enhancement Teacher  
Big Sky High School  
Missoula, MT

Marianne L. Woods, Ed.D.  
Division of HPERD  
University of Idaho  
Moscow, ID

\* Cathy Fisher is the 1999-2000 Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD) State President.

\*\* Maureen P'nut Thomas is the MAHPERD Executive Director.

*From the authors:* The purpose of the following document is to give the reader (1) some basic background information on assessment, (2) a variety of assessment tools that could be utilized for assessment and (3) principles for the effective development and use of classroom assessment for health enhancement.

# **I. HEALTH ENHANCEMENT AND THE ROLE OF ASSESSMENT**

## **BACKGROUND**

If the 1990s were “the decade of standards,” it appears that the next ten years might be the “decade of assessment” or “decade of accountability.” Both are terms that educators have heard over and over again. Politicians have been using them as they refer to their various positions on “educational reform.” The U.S. Department of Education and the Office of Public Instruction have used the terms. School administrators and others have also used them. In fact, the use of these terms has actually focused the attention of the public on education...the nation’s number 1 issue!

What do we mean when we use the term “*assessment*?” The literature is filled with information. Books, articles and papers provide an almost overwhelming abundance of information on the topic. We are close to having a situation of too much information. It is a daunting task to weed through the volumes of information and try to make sense of everything in terms of the practicality of classroom application.

The term “assessment” as used in this publication means: “to determine how well student learning has occurred.” Other issues involve how to provide students with feedback, how to inform parents and how results can be used to improve learning and instruction. We need to keep a clear focus on the intent of assessment: improved student achievement AND improved instruction. Consequently, effective assessment involves more than data gathering and includes feedback to the student for improvement, information to parents and information to the teacher for program adjustments.

Then what does *standards-based assessment* mean? What we mean by that term is the *process* of determining how much a student knows and what he/she is able to do relative to an identified standard. Through this assessment, teachers are able to determine a student’s progress toward meeting identified standards and benchmarks.

## **HEALTH ENHANCEMENT TEACHERS**

Since Health Enhancement (to date) is not a part of the standardized testing program conducted by the state as are the more traditionally categorized “core” subjects of language arts, math and science, most assessments are generated and conducted at the classroom level. Teachers must understand the role assessment plays in their class. You have probably devised some sort of test for students to determine whether something previously taught was learned before introducing something new. Typically, these assessments are “teacher-generated” and apply to the daily process of teaching and learning. These assessments need to be valid and assess what they are intended to assess. There should be a variety of types which more easily adapt to a variety of teaching and learning styles. And, often they must lend themselves to cognitive, affective, skill and motor learning.

Assessment is not something the teacher should fear. Indeed, health enhancement teachers do it all the time. While we don’t conduct formal assessment (testing) in each class, we do observe students ALL the time. “Watchful observation” by teachers allows the teacher to continually assess the

progress (or lack of) of each child. The teacher can detect changes in attitude, effort, cooperation and skill as they manifest themselves. The key, then, is to realize what assessment is and why it is used.

## **TEACHERS NEED TO DETERMINE THE PURPOSE OF ASSESSMENT**

We've already mentioned some purposes of assessment, but teachers use tests for a variety of reasons. They use them to diagnose student or class needs and determine how well learning is taking place. However, if teachers were asked, "Why do you test kids?" their responses would probably include a multitude of reasons.

- Grading

Most teachers would probably say they assess kids so they can report their grades. In this context, grading is probably also used to control and/or motivate kids as well. It helps to secure attention and encourages effort. Many teachers tell their kids: "You'll be graded on this!" Conversely, many kids will also ask: "Will this be graded?" Teachers know that if they respond: "This won't be graded," that students probably will not put the required effort into the activity.

- Communicating Expectations

Assessment communicates expectations around achievement and skill. Expectations are communicated almost continuously by teachers.

- Diagnosis

Assessment is used for such things as ability grouping, grade retention and promotion, individual attention or special help or the identification of students having difficulty. It is also used to determine "common instructional needs." Once strengths and weaknesses are identified, an effective teaching strategy can be planned.

- Feedback to Students

Feedback to students can be verbal or in writing. Grades are written, but oral feedback is much more common, especially in the gym. We tell kids how they are doing, what they're doing wrong, what to change or how to think about something differently. Skill tests or game situations lend themselves well to verbal feedback. Kids know how they're doing and where they need to improve.

- Feedback to Parents

Assessments allow teachers to provide information to parents about their kids. Report cards are issued. Parent visitations are scheduled. And, sometimes other anecdotal information is sent home to parents. All of this allows a parent to understand how their child is doing relative to achieving standards.

- Feedback to the Public

Assessments can be used to provide information to the public regarding how well students are doing in a certain area or their knowledge and skill level concerning the Health Enhancement Standards. This can be a good public relations tool, provide credibility for the program, and generate community support.

- Instructional Considerations

Many teachers use assessment to modify what or how they teach. Are key points made? Can the kids do it? Are we ready to go on? Where are we having problems? What else do I need to do to facilitate learning?

## **TEACHERS NEED TO DETERMINE WHAT SHOULD BE ASSESSED**

- Achievement and Ability (Knowledge and Skills)

Mastery of content is continually assessed through observation or questioning. It is also assessed through written or skill testing. Teachers can know how much a student knows and what a student can do. Teachers also gain a perspective concerning the student's ability... which may help a teacher's decision on a student who is borderline between two grades.

- Personal and Social Characteristics (Attitude)

These might include things like peer relations, working cooperatively in a group and temperament. Many teachers use "attitude" as a characteristic they utilize in grading. While a teacher gets a sense of these characteristics in the classroom, activities in the gym really allow teachers to observe these characteristics in "real-life situations" or "authentic assessments."

## **TEACHERS NEED TO DETERMINE WHO WILL DO THE ASSESSMENT**

- Teachers

Teachers have the primary responsibility for the assessment of kids in their classrooms. They typically use a variety of assessment methods, including written tests, skill tests, observation and questioning.

- Students

Students can learn to be "self-assessors" and often can be more critical of their own performance than others would be. Self-assessment helps develop personal responsibility and motivate students to be self-directed learners.

- Peers

Students can work as partners or in groups to assess each others performance. Analyzing others can help students recognize their own strengths and weaknesses, thereby helping their own learning. This also contributes to the development of social skills.

- Parents

Parents know their kids. They can help provide valuable information about their child's out-of-school health habits, they can sign-off on homework assignments, or they can even be involved in activity homework assignments or portfolios.

## **TEACHERS NEED TO USE A VARIETY OF ASSESSMENT FORMS**

There are numerous assessment forms that may be used... each has strengths and weaknesses, but by using a variety of forms, teachers can gather more information and provide more meaningful feedback to students and parents. The more ways we can view student learning, the more we can accurately assess what a student understands and is able to do. A variety of assessments also lends itself more closely with today's learning theory which says that real learning occurs when students, utilizing quality feedback, attempt to use the knowledge or skills to do something.

- Paper and Pencil Tests

These are probably the most common assessments... and may be the most efficient when used on a large scale. The ease of their use is in the scoring, as writing good questions is difficult. We are all familiar with "multiple-choice," "fill-in-the-blank," or "true-false" tests. Surveys or questionnaires may also be included here, as they can provide valuable information on attitude, interests and learning preferences. These usually minimize the testing time, which can be another strength. These can be standardized tests developed by a testing company, book company or other organization or they can be teacher-made.

- Performance Assessments

These use teacher observations and professional judgements based on a rubric or preset list of criteria to determine how well students can apply skills when faced with a task. The development of a rubric or list of criteria is essential. The question that should be asked is: would another teacher (professional) score this the same way I would? This is called inter-rater reliability. Consequently, scoring must be simple and accurate. Examples of this form are student journals, portfolios, role plays and student logs. It also includes classroom assignments (performance events) and out-of-class assignments (performance tasks). These are further explained as "strategies" and examples are provided in the next section.

- Personal Communication

Teachers continually make observational assessments of their students' strengths and weaknesses in speaking, listening, cooperation, support, interaction, problem solving, "sportsmanship," think-

ing, skill ability, behavior and attitude. However, often these are not recorded in an organized and objective manner. If these are going to be used in determining grades or providing feedback to students, then they should be based on criteria and recorded. These could be recorded on checklists or as anecdotal records.

- Self-Assessment

This can be a valuable learning tool for teachers and students alike. Students should reflect upon their own learning. They develop a sense of personal strengths and weaknesses. They understand areas needing improvement. They become more involved in their own learning. Self-assessment can be a part of all of the assessment items mentioned above, but it especially lends itself to portfolios and journals.

## **TEACHERS CAN SELECT FROM NUMEROUS ASSESSMENT STRATEGIES**

There are many options in the strategy that assessment may take for the health enhancement teacher. Traditional forms include selected-response (multiple-choice) items, checklists, or extended-response (short-answer) items. Assessments may also use the form of rubrics, student journals, role plays, checklists, or student logs. Some are much more “qualitative” than others and provide a much more “rich” assessment.

- Selected/Short-Answer Response

These are the traditional “multiple-choice” or fill-in the-blank kinds of questions. Their advantage is their ease and quickness in scoring. Their difficulty is in writing, as it is not simple to design a multiple-choice question that focuses on a standard, has good distractors (wrong answers), and is valid. These two options are good at assessing recalled knowledge, but are very limited in assessing skill.

- Performance Events

Sometimes these are referred to as “classroom assignments” where a teacher will give the assignment and the student has the class period to research and respond to the assignment. These are typically short-answer narrative responses.

- Performance Tasks

Performance tasks are those “assignments” that extend beyond the class period. They are qualitative in nature and usually require some research, an application design, development of the project and reflection before the project is turned in. Sometimes these are referred to as “class projects” and may take anywhere from one to six weeks.

- Rubrics

Rubrics provide the scoring criteria needed to assess student work. There are Performance Standards for the Health Enhancement Standards that give teachers criteria for placing their students in

Advanced, Proficient, Nearing Proficiency or Novice categories. Gymnastics or diving scores are figured by judges using criteria (or rubrics) for making their decision.

- Student Journals

These are written records, maintained by students and include such information as the teacher requires, but usually includes student attitudes, feelings and reflections. While these provide an excellent source of information on the student, teachers need to exercise caution in that there are no “right” or “wrong” answers when students are asked to write about their feelings, attitudes or beliefs. Plus, you don’t want the student to just write down what he/she thinks YOU want him/her to write.

- Role Plays

This is an excellent way to assess student skills in that students assume roles in a simulated situation. Many times students work in groups and teachers can see how social skills are put into practice, how cooperation is developed and how well specific classroom information is put into “authentic” situations.

- Checklists/Rating Scales

This is a set of instructional cues that are checked off as a student completes the task. Many times they go from the simple to the complex and are an excellent way to establish the developmental approach leading to a more complex accomplishment. A checklist could assess whether a student performed all of the critical skill components of the tennis serve (yes – no checks). A rating scale could be developed for the skill components of golf (always – sometimes – never ratings or even a 5 point scale with 5 being always and 1 never).

- Student Logs

Student logs allow students to track and record their behaviors. They could record their physical activity (when, duration, frequency, intensity). They could record their eating habits (when, calories, food group, alone or with others, etc.). Students can also enter anecdotal information about their feelings after exercise or prior to eating.

- Goal Contracts

Teachers and students cooperatively develop learning goals. This brings students actively into the assessment process, and lends itself especially well to the attainment of goals when they are reliably measurable. These fit well with fitness goals (more chin-ups, faster mile, etc.). They also work well with skills (able to perform tasks not done prior). The key is that BOTH parties know, understand and agree on the goals.

- Questionnaires/Surveys

Through the use of questionnaires or surveys (usually anonymous), teachers can assess the interests and behaviors of students. They can also determine their likes concerning the curriculum or

teaching strategies. While you don't get an individual's response, the "class perspective" can be especially useful to improve teaching styles and an increased understanding of students.

## **II. PRINCIPLES FOR EFFECTIVE ASSESSMENT IN HEALTH ENHANCEMENT**

Assessment is important! It is not separate from teaching, but a part of it. As we've already seen, assessment is ongoing...something we already do in the normal routine of our jobs. We continually look at students; assess problems, determine strengths and weaknesses, judge attitudes and social involvement and plan meaningful teaching strategies.

As you've seen in the previous section, there are numerous assessment strategies that could be used. These strategies vary widely in the kind of information you will receive. However, no matter which strategy or strategies you decide to use, they will give you information about the progress of a student or class and they will tell you something about your curriculum or teaching style.

Here are Some Things to Keep in Mind Concerning Assessment:

- 1. Be familiar with the Standards and Benchmarks** for the grade levels that you will be teaching. The Montana Health Enhancement Standards should be very familiar to you. You should know the intent of each standard and benchmark. If you're not familiar with the standards and don't have your own copy, you can find these electronically ([www.metnet.state.mt.us](http://www.metnet.state.mt.us)) on the Office of Public Instruction's web site. Once you're at the OPI's home page, go to the Health Enhancement and Safety Division then to the "Standards" section. There you will see the ***Montana Health Enhancement Standards booklet*** listed. Click on that and you'll have the standards, benchmarks, glossary of terms, question and answer section and suggestions on curriculum development and assessment.
- 2. Teach to the standard and benchmark** you have identified. Ask yourself the question: Is what I'm teaching going to help students learn or be able to do this particular benchmark? In other words, if students learn what you teach, are they likely to attain that standard or benchmark? The answer should be "yes." This means you need to determine the knowledge, skill, concept or attitude that the curriculum and your teaching should address. This is "aligning" teaching (curriculum) and the standards.
- 3. You need to determine the knowledge, skill(s), concept(s) and/or attitude(s)** that you want to assess. This will identify the purpose of your assessment. This will also lead you toward an assessment strategy since knowledge assessment might be determined through a multiple-choice strategy or skills through a checklist strategy.
- 4. You will need to determine who is doing the assessment.** This will also have a bearing on the strategy used. Will you give the test? Will partners do a checklist for each other? Will individual students do their own?

5. **Determine how the assessment will be used.** Will I use this for reporting progress to parents on things like a report card? Will I use this with the student to monitor progress? Will I use this to modify my teaching or the curriculum? This also has implications for the strategy/ies that you will use.
6. **Students should have time to reflect on their learning.** You may want to visit with students about your perceptions of their strengths, weaknesses and progress, but students should also be encouraged to assess their own strengths and weaknesses as well as progress. This makes assessment a part of the learning process and students become involved in determining where they are in terms of achievement.
7. **Use the assessment results.** You learn a lot from assessments, but their real value lies in how they are used. They should be used with students and parents as well as by yourself. They should tell you things about what you're teaching, why you're teaching it and how you're teaching it. Assessment can lead to student improvement, program improvement and teaching improvement.
8. Assessments should cover **all grade** levels and **all the Standards**. A **variety of forms and strategies** should be included. Finally, a **variety of agents** should conduct the assessment (e.g., teacher, student, peer, or parent).

## CONCLUSION

There is no easy answer to assessment. The whole Standards movement is like others in education that have come and gone during the past century. Will this movement have the same fate? Time will tell. However, one thing is clear: standards (or learner goals or student outcomes or whatever you call them) should be aligned with the curriculum, which should be aligned with assessment. You have the opportunity to THINK about what you are doing, why you are doing it and how you are doing it.

We encourage you to look at some of the example strategies provided (next section) and actually experiment by using a few different strategies. See how they work for you. See what you can learn from using them. You've never had students assess each other? Try one. You've never had students assess themselves or reflect on their own progress? Try it once. Will you make mistakes? Maybe. Will you learn something? I think we can say this with a resounding "yes." Most likely, you'll learn something about your students, but maybe more importantly, you'll learn some insights about yourself as well.

Appendix G of this booklet provides some resources for assessment ideas and strategies. Take a look. Some are Internet locations like "PE Central" which has entire assessment sections for elementary, middle and high school levels. They have great ideas from teachers like you who are willing to share their experiences.

*Note to Reader:* This booklet was designed to assist teachers in developing assessment methods based on the Montana Health Enhancement Standards. While the thinking was that a teacher would use these assessments on a class-by-class basis, a teacher could also use it on a schoolwide basis. If

this is done, certain requirements of federal law (CFR 300.138 “Participation in Assessments”) take effect. Basically, this federal mandate requires schools that conduct a schoolwide assessment to include ALL students. Students with disabilities could not be left out, accommodations would need to be provided and the determination of the accommodations would have to be made by an IEP team, and if the student, even with accommodations, could not participate in the regular assessment, then an alternative assessment would have to be given.

### **III. ASSESSMENT STRATEGIES ALIGNED TO HEALTH ENHANCEMENT STANDARDS: AN ACTIVITY TO LINK STANDARDS AND ASSESSMENTS**

Appendixes A, B and C contain an activity that can be done individually, with a partner, or in a group (e.g., curriculum committee). Appendix A contains a blank “Assessment Learning Activity” grid, Appendix B contains assessment strategies teachers have used, and Appendix C contains a “completed” Assessment Learning Activity grid. Here’s how this section can really help you the most:

1. Take a look at the blank grid. You will notice that listed down the left-hand column are the seven (7) Montana Health Enhancement Standards. The second column is for you to fill in with the number (1, 2, 3, etc.) and agent (person who does the assessment) of the assessment examples (strategies) provided in Appendix B.
  - You are selecting assessment examples that you think measure how well a student is attaining that particular standard.
  - The “agent” is the person who will conduct the assessment and could be the teacher, student, peer or other person. Each assessment example is numbered and may be used to meet more than one standard.

The third column is for you to determine the type of assessment *strategy* each example represents. The strategies we already mentioned are: selected/short-answer responses, performance events, performance tasks, rubrics, student journals, role plays, checklists, rating scales, student logs, questionnaires and surveys.

The final column is designed for you to include those strategies that you are already using to assess your students.

2. Complete the blank grid as outlined above.
3. Take a look at your completed grid. You have the standard, followed by an example(s) from the assessments provided, agent conducting the assessment and the strategy type. You might have even added some of the assessment strategies you are currently using. You have gone a long way toward “aligning your assessment on the Health Enhancement Standards.”

4. Now turn to the Assessment Learning Activity grid that was completed for you in Appendix C. This is the grid the way the authors completed it. Does it look like yours? Were there other possibilities listed? Did yours have more? If they are similar, we're a long way down the road toward "assessment literacy." If you have some items listed for other standards that we don't have, you may be right. Some of this is open to interpretation. One could also argue that Standard number one (1) provides the knowledge base for all the other standards; consequently, all the assessment examples could be placed under Standard 1, as well as other Standards.
5. See how the assessment strategies that you are currently using "fit" into the grid. Determine what other strategies you need to accomplish the purposes of your own assessment plan. **THINK** about assessment. **THINK** about what it does for kids and parents. Finally, **THINK** about what assessment can do for you.

We have provided some specific examples of assessment strategies by grade in Appendix D. Appendix F is a glossary and a list of resources is located in Appendix G.



# ***APPENDIX A***

***BLANK***

***ASSESSMENT LEARNING ACTIVITY***

***GRID***





## ASSESSMENT LEARNING ACTIVITY

Look at the following assessment strategies. Complete the chart below by designating the number of the assessment in the middle column next to the standard that it assesses. Identify the assessment form in the right column. Assessments may apply to more than one standard.

Standard	Assessment Number(s) and Agent (see Appendix B)		Assessment Strategy type	Strategies you are currently using
	Number	Agent		
1. Have a basic knowledge and understanding of concepts that promote comprehensive health.				
2. Demonstrate competency in a variety of movement forms.				
3. Apply movement concepts and principles while learning and developing motor skills.				
4. Achieve and maintain a challenging level of health-related physical fitness.				
5. Demonstrate the ability to use critical thinking and decision making to enhance health.				
6. Demonstrate interpersonal communication skills to enhance health.				
7. Demonstrate health-enhancing behaviors.				



---

# ***APPENDIX B***

## ***SAMPLE ASSESSMENTS***

---



# **NUMBER 1**

## **(SELECTED-RESPONSE ITEMS)**

*QUESTIONS 1 THROUGH 15 ASK YOU ABOUT ALCOHOL,  
TOBACCO, AND OTHER DRUG USE PREVENTION.*

- 1. Joel just started attending a new high school. Someone in one of his classes invites Joel to a party. He tells Joel that the party will be a lot of fun because people are bringing beer and marijuana. What is the MOST responsible choice for Joel to make in this situation?**

  - A. Invite his friends from his old school to the party
  - B. Stay away from the party
  - C. Go to the party if his new friends are going
  - D. Avoid the alcohol and drugs at the party
- 2. In most states, an adult can be charged with driving while intoxicated (DWI) if the person's blood alcohol concentration is—**

  - A. between .01% and .05%
  - B. .10% or higher
  - C. .25% or higher
  - D. more than .50%
- 3. Which of these statements about low-tar, low-nicotine cigarettes is true?**

  - A. These cigarettes present no danger to nonsmokers inhaling sidestream or secondhand smoke.
  - B. These cigarettes are safer to use because they are not addictive.
  - C. These cigarettes tend to cause smokers to smoke more cigarettes and inhale more deeply.
  - D. These cigarettes are good substitutes for people who are trying to quit smoking regular cigarettes.
- 4. People start smoking for different reasons, but MOST continue to smoke because they—**

  - A. think it reduces stress
  - B. are addicted to nicotine
  - C. learn how to lower their chances for getting sick
  - D. believe it will make people like them

**(ONE CLASS PERIOD OR LESS)**  
**NUMBER 2**

BLOOD ALCOHOL CONCENTRATION										
WEIGHT										
100 lbs.	.03	.06	.10	.13	.16	.19	.22	.26	.29	.33
125 lbs.	.03	.05	.08	.10	.13	.16	.18	.21	.24	.26
150 lbs.	.02	.04	.06	.09	.11	.13	.15	.17	.19	.22
175 lbs.	.02	.04	.06	.07	.09	.11	.13	.15	.17	.18
200 lbs.	.01	.03	.05	.06	.08	.10	.11	.13	.14	.16
	SOBER		IMPAIRED			ILLEGAL TO DRIVE				
	1	2	3	4	5	6	7	8	9	10
NUMBER OF DRINKS CONSUMED IN AN HOUR										

1. Using the BAC chart above, write a statement that explains the relationship between a person's weight, the number of drinks consumed in an hour, and a person's ability to drive safely.

[illegible]

**(MORE THAN ONE CLASS PERIOD)**  
**NUMBER 3**

**FITNESS/WELLNESS PROGRAM EVALUATION**

**MIDDLE SCHOOL LEVEL**

**TOPIC**

To maintain health, people need to participate in a regular fitness or wellness program. These programs are often offered by schools, hospitals, companies, public interest groups and community agencies. Students will research various programs and do a presentation contrasting at least three positive aspects of three programs.

**KEY CONCEPTS**

Program components of fitness—

- Cardiorespiratory endurance (aerobic capacity)
- Body composition
- Flexibility
- Muscular strength and endurance

Qualifications of personnel—

- Background
- Certification

Physical site—

- Cleanliness
- Environment
- Equipment
- Space/crowding

Affordability

Accessibility—

- Hours open
- Meeting special needs

**SKILLS**

AI-Accessing Information

## **FITNESS/WELLNESS PROGRAM EVALUATION, CONTINUED**

### **STUDENT DIRECTIONS AND ASSESSMENT CRITERIA**

#### **PROJECT DESCRIPTION**

Sometimes it seems as though a fitness gym is springing up on every corner. Fitness or wellness programs are offered by schools, hospitals, public interest groups, community agencies and private companies. How can you tell which ones are the best or will meet your fitness needs?

#### **YOUR CHALLENGE**

Your challenge is to gather information about at least three programs offered in your community and make a presentation comparing and contrasting them, showing the positive aspects of each.

#### **ASSESSMENT CRITERIA**

You will be assessed on the following key concepts:

- Criteria used to evaluate programs, including:
  - Elements of fitness offered
  - Qualifications of personnel, such as if they are certified
  - Facility considerations-cleanliness, equipment, environment
  - Affordability (price per month)
  - Accessibility (hours open)
  - Meeting special needs
- Organizational structure
- Appeal of your presentation

You will be assessed on the following skills:

- Citing sources used to gather information
- Comparing and contrasting the positive aspects of each program
- Identifying appropriate sources of information
- Explaining the importance of your research

Your project must include the following:

- Evidence of research
- Explanation of why the research is valid
- Presentation
- Comparison of at least three programs
- Three positive aspects of each program

# PROJECT OPTIONS

## Visual Presentation

- Video
- PowerPoint presentation
- Poster
- Display
- Filmstrip
- Infomercial
- Mobile
- Newspaper story or advertisement
- Pamphlet
- Photo essay

## Oral Presentation

- Video
- Radio ad
- Debate
- Oral report
- Interview
- Puppet show
- Skit
- Commercial

## NUMBER 4

	<i>Strongly Agree</i> SA	<i>Agree</i> A	<i>Not Sure</i> NS	<i>Disagree</i> D	<i>Strongly Disagree</i> SD
1. If your friends want you to do something that you think isn't safe, you should refuse.	SA	A	NS	D	SD
2. People who don't have sex before they get married are strange.	SA	A	NS	D	SD
3. It is really stupid for teenagers to have sex without using a condom.	SA	A	NS	D	SD
4. To keep your friends, you should go along with most things your friends want you to do.	SA	A	NS	D	SD
5. It's okay not to have sex while you are a teenager.	SA	A	NS	D	SD
6. People who use condoms during sex don't trust the person they are with.	SA	A	NS	D	SD
7. Teenagers should learn how to resist pressures from their friends.	SA	A	NS	D	SD
8. Having sex when you are a teenager could be a big mistake.	SA	A	NS	D	SD
9. It's okay for a teenager to have sex without a condom if the teenager knows his/her partner well.	SA	A	NS	D	SD
10. It may be worth doing some dangerous things in order to be popular.	SA	A	NS	D	SD
11. It's a good idea for teenagers to choose not to have sex.	SA	A	NS	D	SD

# PROJECT REFLECTIONS

## NUMBER 5

NAME \_\_\_\_\_

TOPIC \_\_\_\_\_

For the past few weeks you have spent a great deal of time on creating a quality piece of work to represent your knowledge of a specific topic about\_\_\_\_\_. Now it is time for you to reflect on what you have done and how you feel about it. Please fill these questions out completely and honestly and have them available with your presentation. Thanks for all of your hard work!!!

1. Name or describe one of the parts of your project that you are most proud of.
2. What new information did you learn as a result of working on this project?
3. What strategies did you use that you believe helped to make you successful on your project?
4. Please place an X on the line where you feel your project falls on the quality continuum.  
  
\_\_\_\_\_  
Superior  
Quality
5. Please explain **why** you feel the place you marked on the quality continuum is appropriate—be specific.
6. Is this a “**portfolio piece**”? If yes, how do you want to “capture” this for your portfolio (video, picture, slide...)? If no, why not?

# AEROBIC ACTIVITY FREQUENCY LOG

## NUMBER 6

NAME: \_\_\_\_\_ DATE BEGUN: \_\_\_\_\_

	SUN	MON	TUE	WED	THU	FRI	SAT	TOTAL
WEEK 1 (BEGINNING _____)								
WEEK 2 (BEGINNING _____)								
WEEK 3 (BEGINNING _____)								
WEEK 4 (BEGINNING _____)								
WEEK 5 (BEGINNING _____)								
WEEK 6 (BEGINNING _____)								
WEEK 7 (BEGINNING _____)								

*Using this worksheet:* Monitor your heart rate during physical activity. You earn one point for each 10-minute session that your heart rate stays in the aerobic fitness training zone. At the end of each day, write the number of points you earned that day in the box.

# **CARDIOVASCULAR TRAINING AND HEART RATE HANDOUT**

## **MOUNTAIN BIKE UNIT**

### **NUMBER 7**

Training refers to muscle stimulation. There for cardiovascular training refers to exercise that requires a steady supply of oxygen for an extended time, demands an uninterrupted work output from the muscles, and increases the heart rate to an optimal level or safe exercise zone.

Aerobic capacity is the efficiency of the body in processing oxygen. Aerobic capacity depends upon efficient lungs, a powerful heart, and a good vascular system. In order for an activity to be aerobic there are five criteria that need to be met. 1) must use the large muscles of the body, 2) must be a rhythmic activity, 3) must be done three to five times a week, 4) must be done continuously for 20-60 minutes, 5) must maintain the heart rate in a specific target heart rate training zone \*see chart.

To find the target heart rate first you must find your resting heart rate. To do this keep a log of your heart rate for five mornings. When you wake up (without an alarm) take your pulse for a full minute and record that number each morning.

**Day 1:**\_\_\_\_\_

**Day 2:**\_\_\_\_\_

**Day 3:**\_\_\_\_\_

**Day 4:**\_\_\_\_\_

**Day 5:**\_\_\_\_\_

**Total:**\_\_\_\_\_

$$\frac{\text{Total}}{5} = \text{RHR}$$

Now you can find your target heart rate zone. After exercising for 20-60 minutes you should be in your target heart rate zone. If you are over your target rate you are working against your body and need to slow down. If you are under your target heart rate speed up and work harder.

To find you heart rate slow down, pause and find your pulse in your throat on your carotid artery or on your wrist on your radial artery. Count the beats for ten seconds. Multiply the number by six and see if you are at your target heart rate.

## **NUMBER 8**

### **ADVANCED:**

The journal is insightful and comprehensive. It shows that the student has carefully and diligently worked at understanding health concepts and incorporates those concepts into a healthy lifestyle. The journal is organized into sections for physical, emotional, social and mental health with a clear personal goal in each area. Measurable objectives are included with an evaluation and reflection for each.

### **PROFICIENT:**

The journal is like the advanced, however, one or two elements are not excellent.

### **NEARING PROFICIENCY:**

The journal is like the novice, however, one or two elements are well done.

### **NOVICE:**

The student's health journal is incomplete. Sections on all four areas of health are not present. Personal goals are not present for each area, measurable objectives are not identified and thoughtful evaluation is missing. It does not appear the student spent much time or thought and the journal is rarely done.

## **RELATIONSHIP ENHANCEMENT NUMBER 9**

### **OBJECTIVE:**

To understand how perceptions and feelings affect relationships.

### **LIFE SKILL:**

To promote good mental and environmental health practices within families and communities as part of a healthy lifestyle.

### **TEACHING FACILITY:**

Optional.

### **INFORMATION:**

A person's perception, outlook on life, physical health, and emotional state affect how a person communicates with others. This, in turn, affects how people perceive and communicate with each other. Those individuals who have knowledge of how their actions influence others will have better skills to change their own behaviors instead of trying to change others' behaviors.

### **CLASS ARRANGEMENT:**

In a circle.

### **INSTRUCTIONAL STRATEGIES:**

1. Choose two volunteers to role play the situation.
2. Instruct volunteers to communicate as dogmatically (rigidly, stubbornly) as possible.
3. Discuss how each person's communication affected the conversation. Then, discuss ways each person could have handled the situation differently so that it would have elicited better results.

#### **Scenario:**

Roommate A, after borrowing Roommate B's car, returned it with an empty gas tank. Roommate B drove the car to work but ran out of gas on the way.

**Roommate B:** You feel very angry and used. You were late for work, and you cannot understand why Roommate A was being so thoughtless. You intend to make your feelings known to your roommate and demand an apology.

**Roommate A:** Your mistake was unintentional. You thought there was actually more gas in the tank. You can't understand Roommate B's tendency to eat your groceries and leave you with an empty refrigerator.

Suggested time limit: 10-15 minutes

**Possible discussion questions:** Think of an important relationship you have had in which you and your partner disagreed on an important value or principle. What effect did that have on your relationship? What factors speed a relationship through its building stages? What factors in a relationship move it to deteriorations? How does it feel when you lose an important relationship based on an argument? How does this affect the way you handle other relationships?

## **EVALUATION/MODIFICATION:**

Any scenario which would seem more relevant to the students may be used. Discussion of different types of relationships can also be used to understand how we communicate differently with different people depending on the context (family, romantic, same sex, and opposite sex).

## **RESOURCE:**

Verderber, R. F. and Verderber, K. S. (1983), Instructor's Manual for Inter-act: Using Interpersonal Communication Skills. Belmont, CA: Wadsworth Press.

## NUMBER 10

### **TASK:**

Keep a health journal during your health enhancement course. It is a private journal but your teacher will read it.

### **PURPOSE:**

You are keeping a journal for yourself. The purpose of this journal is to help you make decisions to be healthy (physically, mentally, and socially). Your journal could be a description of your thoughts and actions about how you practice healthy behaviors.

### **PROCEDURE:**

1. Use a ring binder and insert your journal pages as you write throughout the course.
2. Your journal will consist of three sections: social health, physical health and mental health.
3. For each section, please include the following:
  - a. Personal goals and measurable objectives for each dimension of health.
  - b. A “plan of action” to achieve your goals and objectives.
  - c. A weekly log that describes your actions and thoughts.
  - d. At the end of the course, write a summary explaining to what extent you met your goals and objectives. Describe any barriers that prevent you from achieving your goals and objectives. Finally, discuss what future actions you will take for each health dimension.

# **MY HEALTH NUMBER 11**

## **OBJECTIVE:**

To expose the student to a personal health survey.

## **LIFE SKILL:**

To promote personal safety, proper nutrition, physical activity, good mental health and disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

One Personal Health Survey for each student (see Grade 6 Handout Masters).

## **INFORMATION:**

Health-Risk Appraisals (HRAs) are becoming more and more popular as a tool for measuring an individual's awareness of his/her personal health habits. HRAs also give each person ideas on how to adopt a healthier lifestyle.

## **CLASS ARRANGEMENT:**

Individual student assessments and class discussion.

## **INSTRUCTIONAL STRATEGIES:**

1. Give each student a personal health survey. Each student is to mark an "X" on the line preceding each statement if the statement is true most of the time.
2. Subtotal each section. Add the subtotals for a total score (use the bottom right-hand section of the survey sheet to add the total score).
3. As a class, discuss the implication for each of the statements.

## **EVALUATION/MODIFICATION:**

It would be fun and interesting to give the students this personal health survey twice (for example, at the beginning of the year and again before school is out). The results can be used to encourage personal health behavior changes over time.

## **RESOURCE:**

Nebraska Department of Education, Comprehensive Health Education Curriculum Guide, 1993.

## PEER PORTFOLIO EVALUATION NUMBER 12

YOUR PORTFOLIO	3	2	1	0
Is complete				
Is organized				
Contains different samples of written work.				
Contains evidence of different resources				
Contains evidence of problem-solving and decision-making				
Shows evidence of cooperation with other groups				
Contains self-reflective comments				
Reflects your enthusiasm for the project				
Contains evidence of pride in your work				
Shows maximum effort				
Is presented in an orderly and neat manner				

### LEVELS OF PERFORMANCE:

3 = Excellent

2 = Good

1 = Needs Improvement

0 = Missing

# **PHYSICAL ACTIVITY NUMBER 13**

July 21, 2000

“Get Moving” is a physical activity program for middle school students. The program is held each day, after school from 4:00-6:00 p.m. The purpose of this program is to help students learn about the health benefits of physical activity, allow participation in numerous activities and allow students an opportunity for participation.

Each afternoon will consist of physical activity health information, warm-up activity, exercise program, cool down, group and personal reflection and goal-setting.

I agree to actively participate in the first six week session of the “Get Missing” program.

---

Signature of Student

---

Signature of Parent

---

Date

# **YOU'RE THE DETECTIVE!**

## **COMMUNITY RESOURCE HUNT**

### **NUMBER 14**

#### **OBJECTIVE:**

To increase knowledge of the help resources in the community.

#### **LIFE SKILLS:**

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote personal, family, and community safety as part of a healthy lifestyle.

#### **TEACHING FACILITY:**

Classroom.

#### **EQUIPMENT/MATERIALS:**

Telephone books; paper and pencil for each student; problem sheet for each group (see Grade 5 Handout Masters); map of town/city (optional). Note: Enough of each material is needed so that each group of four to five students will have materials.

#### **INFORMATION:**

Even though we may not have problems ourselves, sometimes knowing where to get information or help will be valuable for someone in our family or community.

#### **CLASS ARRANGEMENT:**

Small groups (pre-assigned or randomly grouped) of four to five students.

#### **SKILLS NEEDED:**

How to utilize a telephone book; how to read a map.

#### **INSTRUCTIONAL STRATEGIES:**

1. Prepare a problem sheet for each group of students.
2. Give each group a problem sheet, telephone book, and map of town.
3. Each group must complete the problem sheet by writing the name, address and phone number of each of the resources they found which are capable of helping resolve the problem listed on the problem sheet. The group must also locate each of the resources on the city map using numbers for location points (optional activity).
4. Have each student develop a phone card for their home. The card would list all resources applicable to their family. (This would be a great student-parent assignment.)

# **YOU'RE THE DETECTIVE"**

## **PROBLEM SHEETS**

### **NUMBER 14 (CONT.)**

#### **EVALUATION/ MODIFICATION:**

Have several spokespersons from these "resource points" come to class to talk about what they do. Ask students what they learned from that person that they wouldn't have known from reading the name in the phone book.

Using the local phone book (including yellow pages) identify help resources for each of the following problem situations:

1. Someone is stung by a bee.
2. Your cat needs shots.
3. Your dad needs a lawyer.
4. Your grandmother asks you to call a cab.
5. You need to call your mother at work.
6. The child you are babysitting ate a poisonous substance.
7. There is a car accident in front of your house.
8. A stray dog has been hanging around your home for several days.
9. Your mother asks you to call to make a dentist's appointment.
10. You are unsure about the public library's hours.
11. Your bicycle needs a tune-up.
12. The family needs dinner reservations.
13. Your family has collected tin cans, plastic bottles, newspapers, glass and cardboard for recycling.
14. Your family is travelling to grandma's house —you need road conditions, as it has been snowing heavily.

## ARCHERY TEST NUMBER 15

Multiple Choices: Circle the best answers and put the letter on the answer sheet. (10 points)

1. Which of the following errors will cause the arrow to go to the left?
  - a. arrow nocked below nocking point
  - b. leaning towards the target
  - c. snapping the bowstring on release
  - d. hitting elbow with bowstring
2. Which of the following errors will cause the arrow to go to the right?
  - a. bending the bow arm
  - b. anchoring to the right of the proper anchor point
  - c. collapsing the bow arm
  - d. leaning back
3. Which of the following errors will cause the arrow to go high?
  - a. anchoring too high
  - b. opening mouth
  - c. nocking too high
  - d. letting string hand go forward on release
4. Which of the following errors will cause the arrow to go low?
  - a. arrow being nocked below correct point
  - b. hunching the bow arm shoulder
  - c. anchoring low
  - d. underdrawing
5. Which of the following errors would cause the arrow to go high and to the left?
  - a. anchoring too high, snapping the bowstring
  - b. anchoring too low, bending the bow arm
  - c. overdrawing, natural tendency of the bow
  - d. leaning back, letting string hand move forward

Completion: Fill in the word or words which would complete the sentence on the answer sheet. (10 points)

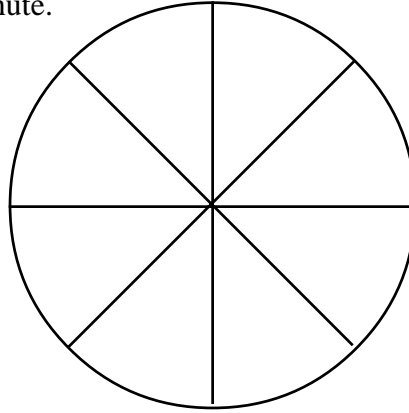
1. The arrow, when nocked, rests on the \_\_\_\_\_.
2. The anchor point is located \_\_\_\_\_.
3. The flight of an arrow has a hump and you should compensate by aiming \_\_\_\_\_ at short distances.
4. The proper stance is \_\_\_\_\_ to the target.
5. When holding the bow, your hand should be \_\_\_\_\_.
6. When you nock an arrow, it should be level on the \_\_\_\_\_.
7. The \_\_\_\_\_ means that you hold still after shooting.
8. If you shoot right-handed, you sight with the \_\_\_\_\_.
9. The bow arm \_\_\_\_\_ is turned out.
10. An arrow that cuts a line between two colors counts the \_\_\_\_\_.

# PARACHUTE PLAY

## NUMBER 16

Name \_\_\_\_\_

1. Fill in the colors which are on our parachute.



2. What are two types of grips which can be used to hold the parachute?
3. What are two benefits from playing with the parachute?
4. Draw/write two activities we did with the parachute.

## **ALTERNATIVE SKILLS ASSESSMENT NUMBER 17**

### **SITUATION:**

“Many parents enroll their children at neighborhood recreation centers because they cannot afford to stay home and entertain them during the summer vacation. Because the enrollment level is typically high at these centers, there is a need for high school students, who are looking for summer jobs, to assist and help teach the children certain skills of popular sports. The supervisor in charge of the neighborhood recreation centers is looking for some booklets describing the basics. The supervisor feels that the content provided in these booklets could help high school students teach sports to children at each of the neighborhood recreation centers.”

### **TASK:**

“I would like for you to develop a booklet of basic skills that other high school students could use to teach children the basic skills of tennis. I will provide writing utensils, markers, and any other materials that you may need to complete your booklet. All you need to do is fill in as much information as you can. You have 45 minutes to complete the project.”

### **COMPLETE THE FOLLOWING STEPS IN ORDER TO DEVELOP YOUR BOOKLET:**

- Think about the basic skills necessary to begin to play the game.
- Then, include the following items in order to develop your booklet.

The pages of the booklet are provided for you. There are five pages total:

1. The four basic skills in order for someone to play the game (one skill on each page).
  2. Three cues or tips for each skill. These cues or tips will help children grasp important information about the skill.
  3. One page devoted to game rules.
  4. One page devoted to etiquette.
- Be sure to design a cover for your booklet.
  - When you have finished developing your booklet, you may turn it in.

# **EXPLORING HEALTH ENHANCING OPPORTUNITIES WITHIN YOUR COMMUNITY NUMBER 18**

Many people are not aware of all the many great opportunities available for health enhancing activities that exist within a community and in the surrounding area. Your group (consisting of no more than three) is to search your community for those opportunities.

## **POINTS      CRITERIA:**

- |    |   |
|----|---|
| 2  | 1. Create a poster no smaller than 3' X 4', suitable for display in the library or the hallways.  |
| 8  | 2. Include in your poster: <ul style="list-style-type: none"><li>• Eight different health enhancing activities</li><li>• Two activities suitable for each season of the year.</li><li>• A balance of both outdoor and indoor activities throughout the year.</li><li>• A balance between activities that are either free, very inexpensive and more expensive</li></ul> |
| 16 | 3. Label and describe each activity. Include in the description: <ul style="list-style-type: none"><li>• Where you can participate in the activity</li><li>• The cost of participating in the activity day/week/month</li><li>• What equipment you might need</li><li>• Any instruction you need and where you could get that instruction</li></ul>                     |
| 8  | 4. Connect and label each activity to the health related component(s) the activity addressees.  |
| 8  | 5. Your poster <ul style="list-style-type: none"><li>• Should include pictures, maps, brochures, newspaper articles</li><li>• Needs to be neat, colorful, creative and useful!</li></ul>  |

**ALTERNATIVE MOTOR SKILLS ASSESSMENT**  
**FLAGHOUSE, INC. 1-800-793-7900**  
**NUMBER 19**

**TOPIC:**

Basic Motor Skills; which the students will apply to sports, dance, or gymnastics.

**PURPOSE:**

To see if students are learning the key components (i.e., cues) of basic motor skills.

**AGE AND SETTING:**

This task might be used at the end of 4th or 5th grade. This is more of a program assessment than it is an individual student assessment.

**EQUIPMENT:**

A VHS camera, microphone, poster paper and markers, and whatever equipment the students say they need.

**TIME:**

At least two PE classes to complete. Suggested time in the classroom also.

**DESCRIPTION OF TASK FOR STUDENTS**

“There are children at other schools who do not have a physical education program. They have not learned any skills to be good at sports, or gymnastics or dance. We would like you to help them by making a videotape. On your videotape we would like you to teach three skills you have learned about in your physical education program. Each of you will teach one of they skills. You can plan them together. We have equipment for you if you need it and also poster board and markers. You can start working on your videotape today so you can actually make the videotape next class.”

<b>SCORING GUIDE</b>
<p><b>LEVEL 1: NOVICE</b> The children say they chose not to make a videotape because they haven't learned any sports skills in PE class or children make a video but the skills they pick are not taught in the curriculum and show no understanding of the critical components and they are demonstrated inappropriately.</p>
<p><b>LEVEL 2: BASIC</b> The children make the videotape and a minimum of 3 critical components for one of the 3 skills are clearly and correctly explained and demonstrated or one critical component is clearly and correctly explained and demonstrated for all 3 skills.</p>
<p><b>LEVEL 3: PROFICIENT</b> The children make the videotape and a minimum of 3 critical components for 2 of the three skills are clearly and correctly explained and demonstrated. The other one is either incomplete or not explained (demonstrated) at all or two critical components are clearly and correctly explained and demonstrated for all three</p>
<p><b>LEVEL 4: DISTINGUISHED</b> The children make the videotape and at least three critical components for each of the three skills are clearly an correctly explained and demonstrated. “Used with permission from PE Central (<a href="http://pecentral.org">http://pecentral.org</a>), the premier Web site on the Internet for physical educators, parents, and students.”</p>

## NUMBER 20

### GOLF

**GOLFER:**                      **DATE:**

#### **EXEMPLARY:**

- A. Expresses positive attitudes toward participation in a mock disabling activity.
- B. Expresses positive views toward safety on the golf course and use of motorized vehicles.
- C. Attends three (3) or more local, high school or college golf tournaments or matches.
- D. Gives examples of correct club selection and strategies for golfing situations.
- E. Gives examples of consideration to others during golfing situations.
- F. Gives examples of self-correction of golf strokes or strategies.

#### **ACCEPTABLE:**

- A. Records participation in a mock disabling activity.
- B. List entries of motor vehicle use on golf course with some regard toward others.
- C. Attends at least (2) local, high school or college golf tournaments or matches.
- D. List entries of occasional selection of correct clubs and strategies for golfing situations.
- E. Gives examples of requesting help for correcting improper golf swing and strategies.

#### **NEEDS IMPROVEMENT:**

- A. Records presence at 1 golfing event
- B. Lists entries of unsafe use of motorized vehicles on a golf course.
- C. Records negative attitudes toward safety on a golf course.
- C. Has difficulty selecting and does not ask for help to choose correct strategies and clubs for golfing situations.

#### **UNACCEPTABLE:**

- A. Does not make journal entries.
- B. Records a lack of tolerance toward others with disabling conditions.
- C. Shows no evidence of attending local, school, or college golfing events.
- D. Records negative attitudes toward safety and proper etiquette on the golf course.

# HOME FUN CALENDAR

## NUMBER 21

**DUE DATE:** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**PERIOD:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u><b>WEEK 1</b></u>	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.
<u><b>WEEK 2</b></u>	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.
<u><b>WEEK 3</b></u>	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.
<u><b>WEEK 4</b></u>	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.	ACT- TIME- INITIAL PTS.

ACT: PHYSICAL FITNESS ACTIVITIES FOR THE WEEK  
 TIME: HOURS AND/OR MINUTES INVOLVED IN THE ACTIVITY  
 INITIAL: PARENT/GUARDIAN/COACH SHOULD INITIAL TO VERIFY THE WORKOUT  
 PTS.: POINTS EARNED IN SELECTED ACTIVITY

**HOME FUN****1 POINT****2 POINTS****3 POINTS****ACTIVITY****POINT VALUES**

Jogging/Running Aerobic Dance Step Aerobics Aerobic Kick Boxing Swimming Laps Bicycling Soccer-Comp. In-Line Skating Stair Master	10-15 minutes	20-25 minutes	30-30 minutes
Basketball Game Handball Racquetball Squash Jumping Rope Cross Country Ski Soccer-Casual Ult. Frisbee Game	20-30 minutes	35-40 minutes	45-60 minutes
Shooting Baskets Hiking Badminton Canoeing Gymnastics Weight Training Downhill Ski-Gen 1 Tennis Fast Walking Hockey Chopping Wood Hunting Karate	30-40 minutes	45-60 minutes	over 60 minutes
Archery Bowling Volleyball Softball Golf Horseback Riding Fishing Slow Walking Cleaning-Gen 1 Skate Boarding	40-60 minutes	65-120 minutes	over 2 hours

**HOME FUN WEEKLY ASSIGNMENT**

**MINIMUM REQUIREMENT IS 5 POINTS TOTAL EACH WEEK. EXTRA CREDIT - 2 EXTRA CREDIT**

**POINTS AVAILABLE EACH WEEK.**

# **FITNESS FOR LIFE** **PHYSICAL FITNESS GOALS** **NUMBER 22**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Component	Pre-Test	FitnessGram Standard	Reason for Goal (Check One)	
			Needs Improvement	Desire to Maintain
Cardiorespiratory endurance (1-mile walk/run)				
	Short-Term Goal:		Long-Term Goal	
	Target Date:		Target Date:	
Muscular strength and endurance (curl-up)				
	Short-Term Goal:		Long-Term Goal	
	Target Date:		Target Date:	
Flexibility (sit-and-reach)				
	Short-Term Goal:		Long-Term Goal	
	Target Date:		Target Date:	
Body composition (sum of skin-folds/% fat)				
	Short-Term Goal:		Long-Term Goal	
	Target Date:		Target Date:	

# HOW I FEEL ABOUT EXERCISE PROGRAMS

## NUMBER 23

This self-evaluation is meant to help you understand your reasons for participating in exercise and sports. It contains statements that will tell you more about your self. There is no right or wrong answer.

**DOING THE SELF-EVALUATION.** This self-evaluation contains sets of three statements each. Read each statement. Check only the box before the statement or statements that honestly tell how you feel. In some sets you may have no checks. Then read the instructions on the following pages to score this self evaluation.

SET	STATEMENT
1.	<input type="checkbox"/> I prefer to do activities with others. <input type="checkbox"/> It is difficult for me to be motivated to exercise alone. <input type="checkbox"/> My principal reason for doing activities and exercises is to meet and be with people.
2.	<input type="checkbox"/> I prefer activities in which I can laugh <input type="checkbox"/> I do not prefer activities or exercises that are monotonous. <input type="checkbox"/> I find fun in most exercises and activities.
3.	<input type="checkbox"/> I prefer exercises that tax my ability. <input type="checkbox"/> I prefer activities that force me to work hard. <input type="checkbox"/> I do not like activities or exercises that are too easy.
4.	<input type="checkbox"/> I prefer competitive activities. <input type="checkbox"/> I like to compare my ability to that of others. <input type="checkbox"/> I do not like to lose.
5.	<input type="checkbox"/> I am most interested in attaining physical fitness. <input type="checkbox"/> I prefer to do exercises and activities where I must move a lot. <input type="checkbox"/> My principal reason for exercising and participating is for attaining better health.
6.	<input type="checkbox"/> I desire to exercise mainly to improve my figure or build. <input type="checkbox"/> I want to exercise to improve the way I look. <input type="checkbox"/> I do not care for activities that will not make me look more youthful.
7.	<input type="checkbox"/> I like activities that help me relax. <input type="checkbox"/> I don't like activities that are complicated and make me nervous. <input type="checkbox"/> I feel better doing activities in which I can feel at ease.
8.	<input type="checkbox"/> I like to do activities that I don't already know. <input type="checkbox"/> I like to do new exercises and games. <input type="checkbox"/> I don't like to follow a routine that I am familiar with when exercising.
9.	<input type="checkbox"/> I like to do exercises and games with people my own age. <input type="checkbox"/> I like to do exercises and games with people my own age. <input type="checkbox"/> I like to do activities with people less capable or equal to my ability.
10.	<input type="checkbox"/> I prefer to know why I am doing an exercise. <input type="checkbox"/> I like to know what part of my body is benefited by the activity. <input type="checkbox"/> I don't like to be told to do something for which I don't understand the value.

## HOW I FEEL ABOUT EXERCISE PROGRAMS SCORE SHEET

SCORING THE SELF-EVALUATION. You have read and checked the statements that describe how you feel. Now do the following: Add up the number of checks in each separate set. Record the number in each set by checking the appropriate boxes in the rating section below. Read the score description for each set to see what your rating in that area means. There is no best way to feel about exercise and sports. You may want to think about why you have a low score in some areas and a medium or high score in others. This will give you some idea of you feelings toward regular physical activity.

SET	LOW (0 or 1 check)	RATING MEDIUM (2 checks)	HIGH (3 checks)	SCORE NAME AND DESCRIPTION
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Social Score</b> People who have a high Social Score like exercise and sports because they like to be with other people.
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Enjoyment Score</b> People who have a high Enjoyment Score feel that a major reason for exercising is for the fun of it.
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Training Score</b> People who have a high Training Score like exercise because they like to see what they can do physically.
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Competition Score</b> People who have a high Competition Score like to see how they compare with other people.
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Health Score</b> People who have a high Health Score believe that they should exercise for their health and fitness and because it makes them feel good.
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Appearance Score</b> People who have a high Appearance Score like to exercise because they believe it will make them look better.
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Relaxation Score</b> People who have a high Relaxation Score believe that exercise is good for reducing stress and for relaxing after a stressful day.
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>New Experience Score</b> People who have a high New Experience Score like to be challenged to learn new things.
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Peer Score</b> People who have a high Peer Score like to participate with their own age group.
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Desire Knowledge Score</b> People who have a high Desire Knowledge Score like to understand and gain knowledge.

From Fitness for Life by C.B. Corbin and R. Lindsey. Copyright (c) 1979 by Scott, Foresman and Company. Reprinted with permission.

How We Worked Together  
Number 24

Task: \_\_\_\_\_  
\_\_\_\_\_

GROUP MEMBERS

EVERYONE PARTICIPATED.

YES

SOME-TIMES

NO

WE LISTENED TO EACH OTHER.

YES

SOME-TIMES

NO

WE ENCOURAGED EACH OTHER.

YES

SOME-TIMES

NO

WE TOOK TURNS SHARING IDEAS.

YES

SOME-TIMES

NO

THE GROUP STAYED TOGETHER.

YES

SOME-TIMES

NO

WE ACCOMPLISHED OUR TASK.

YES

SOME-TIMES

NO

COMMENTS:

# TENNIS SKILL CHECKLIST

## NUMBER 25

NAME \_\_\_\_\_ PERIOD \_\_\_\_\_

### Ground stroke ready position

- ☐ Utilizes proper grip
- ☐ Maintains a wide base with feet shoulder width apart
- ☐ Knees slightly bent
- ☐ Weight on the balls of the feet
- ☐ Racket in front of you, cradled with non-dominant hand

Score \_\_\_\_\_

### Ground stroke **Forehand**

- ☐ Start from ready position
- ☐ Pivot the feet
- ☐ Early backswing
- ☐ Side to net
- ☐ Step onto left foot before contact, transfer weight
- ☐ Contact ball waist high and in front of left foot
- ☐ Elbow straight / wrist locked
- ☐ Contact ball with racket perpendicular to ground
- ☐ Hinge at shoulder
- ☐ Follow through

Score \_\_\_\_\_

### Ground stroke **Backhand**

- ☐ Start from ready position
- ☐ Pivot the feet
- ☐ Early backswing
- ☐ Side to net
- ☐ Step onto right leg before contact, transfer weight
- ☐ Contact waist high and in front of right leg
- ☐ Elbow straight / wrist locked
- ☐ Contact ball with racket perpendicular to ground
- ☐ Hinge at shoulder
- ☐ Follow through

Score \_\_\_\_\_

**TOTAL SCORE** \_\_\_\_\_

# **BASKETBALL SHOOTING ASSESSMENT SHEET**

## **NUMBER 26**

**NAME OF SHOOTER:**

**NAME OF OBSERVER:**

The observer should watch the player perform free throws (foul shots) for a few minutes. During this time, the observer should look to see if the player is in the habit of performing the key points listed below. The observer should circle YES or NO to indicate this for each key point.

Shoulders Square with the Goal

YES

NO

Elbows In

YES

NO

Follow Through Towards the Goal

YES

NO

## **SITUATION CARDS**

### **NUMBER 27**

You and your family are planning a day of cross-country skiing in a nearby park this weekend. Include the following in your skit:

- Planning for the outing
- Preparing the equipment
- Travelling to the park
- Adventures while skiing
- Lunch
- Packing up
- Travelling home

After school you and your friends decide to play a pick-up game of ball hockey. Include the following in your skit.

- Picking teams
- Explaining the rules
- Playing the game
- Resolving conflicts that come up
- Including other people who want to play
- Deciding when to finish the game

**PARENT OBSERVATION  
NUMBER 28**

**This school year, has your child shown  
any interest in new physical activities?  
If yes, which ones?**

**This school year, has your child  
participated in more self-directed  
physical activity outside of school?  
If yes, how often?**

**What are your child's strengths  
in health enhancement?**

**In what area(s) of health enhancement  
does your child need improvement?**

**Student Name:**

---

***APPENDIX C***

***COMPLETED***

***ASSESSMENT LEARNING ACTIVITY***

***GRID***

---



## ASSESSMENT LEARNING ACTIVITY

Look at the following assessment strategies. Complete the chart below by designating the number of the assessment in the middle column next to the standard that it assesses. Identify the assessment form in the right column. Assessments may apply to more than one standard.

Standard	Assessment Number(s) and Agent (see Appendix B)		Assessment Strategy type	Strategies you are currently using
	Number	Agent		
1. Have a basic knowledge and understanding of concepts that promote comprehensive health.	1	Teacher	Selected Response	
	2	Teacher	Performance Event	
	3	Student	Performance Task	
	5	Student	Journal	
	16	Teacher	Short Answer	
	18	Teacher	Performance Task	
	22	Student	Goal Contract	
2. Demonstrate competency in a variety of movement forms.	19	Teacher	Rubric	
	25	Teacher	Checklist	
	26	Teacher	Checklist	
3. Apply movement concepts and principles while learning and developing motor skills.	15	Teacher	Selected Response	
	16	Teacher	Short Answer	
	17	Teacher	Performance Event	
	20	Teacher	Rubric	
	25	Teacher	Checklist	
	26	Teacher	Checklist	
	27	Teacher	Role Play	
4. Achieve and maintain a challenging level of health-related physical fitness.	6	Student	Student Log	
	7	Student	Student Log	
	13	Student/Parent Teacher	Contract	
	21	Student/Parent/Teacher	Student Log	
	22	Student	Goal Contract	
5. Demonstrate the ability to use critical thinking and decision making to enhance health.	3	Student	Performance Task	
	4	Teacher	Questionnaire/Survey	
	5	Student	Journal	
	9	Teacher	Role Play	
	12	Peer	Rubric	
	14	Teacher	Performance Task	
	18	Teacher	Performance Task	
	20	Teacher	Rubric	
	23	Student	Questionnaire/Survey	
	27	Teacher	Role Play	
6. Demonstrate interpersonal communication skills to enhance health.	9	Teacher	Role Play	
	12	Peer	Rubric	
	24	Peer	Checklist/Rating	
	27	Teacher	Role Play	
7. Demonstrate health-enhancing behaviors.	6	Student	Student Log	
	7	Student	Student Log	
	8	Student/Teacher	Rubric	
	10	Student/Teacher	Journal	
	11	Student	Checklist	
	13	Student/Parent/Teacher	Contract	
	20	Teacher	Rubric	
	21	Student/Parent/Teacher	Student Log	
	22	Student	Goal Contract	



---

## ***APPENDIX D***

### ***ASSESSMENT STRATEGIES LINKED TO GRADE LEVEL***

---



## ASSESSMENT FORMS LINKED TO GRADE LEVEL

GRADE	STRATEGIES	EXAMPLE
K	Cumulative Record—Tracks student's motor development	A cumulative record that includes fitness assessments, height and weight, assessment for fundamental motor skills, yearly progress reports.
K	Self-Assessment	Students identify their levels of participation outside of class through a smiley face exit poll or poker chip survey.
K	Fitness Assessment—Informal and developmentally appropriate; modified time and distances without formal testing	Complete a mile at a comfortable pace; not timed.
K	Rating Scale	Students follow a series of three instructions through an obstacle course, e.g., "go over an obstacle, around an obstacle, and then go under another obstacle." Rate student performance according to: 3 = completes sequence without error 2 = completes sequence with one error 1 = does not complete sequence or has two or more errors
K	Performance Task	Students draw picture of a movement sequence and then perform the sequence.
1	Role Playing	Students act out an imagined movement pattern.
1	Event Tasks	A series of flash cards illustrating movement pathways are presented to students. Students duplicate the pathway using fundamental locomotor skills.
1	Group Project	Students bring in pictures of activities that require muscular strength/endurance and flexibility. Pictures are displayed on a class bulletin board.
1	Checklist	Listening Skills Checklist Criteria: <ul style="list-style-type: none"> <li>Follows a single, simple direction</li> <li>Listens without interrupting</li> <li>Asks questions for clarification</li> <li>Focuses eyes on the speaker</li> <li>Follows three sequenced directions</li> </ul>
2	Scoring Rubric	Scoring Rubric: Catching <i>Level 3:</i> Arms slightly ahead of body, elbows flexed. Ball contacted with hands and grasped with fingers. Palms adjusted to size and flight of object. <i>Level 2:</i> Arms in front of body, elbows slightly flexed. Arms encircle ball against chest. Hands and arms hold ball to chest. <i>Level 1:</i> Arms outstretched, elbows extended, palms upward. Ball contacted with arms and elbows flexed. Object trapped against body.
2	Written Test	Worksheet shows several pathways. Teacher names a pathway and students circle the corresponding pathway on the sheet. Or, students trace the pathway named by the teacher using a specific color (e.g., yellow is curved pathway, red is straight pathway).
2	Written Assignment	Students write a three-sentence paragraph about any physical activity in which they have participated outside of class.
2	Student Project	Students use their fitness assessment results to set a health-related fitness goal (specific and individualized goal set with teacher assistance). Achievement of goal requires participation in activities outside of class time.
2	Checklist	Checklist: Etiquette and Regard for Others <ul style="list-style-type: none"> <li>Shows concern for others in activity</li> <li>Willing to negotiate rules for less/more skilled</li> <li>Is willing to work with anyone in class</li> <li>Is courteous to classmates and teachers</li> </ul>
3	Performance Task	Play Dribble Tag—requires students to keep head up, protect the ball, control the dribble, etc., while trying to knock others' basketballs away. Application is game-like and requires skills needed in playing the game of basketball.

GRADE	STRATEGIES	EXAMPLE												
3	Problems	<p>With a partner, students explore the relative stability of various body positions. One number of the pair assumes various bases of support by changing foot positions (staggered, narrow, or wide). In each position, the partner attempts to push the student off balance from the rear. Partners change roles to explore the effect of changes in the location of the center of gravity by kneeling and standing on tiptoes. Students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Which positions are most stable? Why?</li> <li>2. How did standing on tiptoes affect your center of gravity?</li> <li>3. How did kneeling affect your center of gravity?</li> </ol>												
3	Student Log	Students record their out-of-class participation in physical activity. Log format includes date, time, who participated, how long, intensity level of participation, and type of activity.												
3	Jigsaw Project	Groups of students develop the safety rules for the playground. Each member of the group is responsible for part of the rules. Rules focus on both personal and group behaviors. Groups illustrate and post the rules.												
3	Checklist	<p>Checklist: Feedback</p> <table> <tr> <td>• Uses criteria provided by teacher</td><td>Yes</td><td>No</td></tr> <tr> <td>• Openly accepts feedback from peers</td><td>Yes</td><td>No</td></tr> <tr> <td>• Provides verbal encouragement to others</td><td>Yes</td><td>No</td></tr> <tr> <td>• Correctly identifies performance error</td><td>Yes</td><td>No</td></tr> </table>	• Uses criteria provided by teacher	Yes	No	• Openly accepts feedback from peers	Yes	No	• Provides verbal encouragement to others	Yes	No	• Correctly identifies performance error	Yes	No
• Uses criteria provided by teacher	Yes	No												
• Openly accepts feedback from peers	Yes	No												
• Provides verbal encouragement to others	Yes	No												
• Correctly identifies performance error	Yes	No												
3	Performance Task	Lead a warm-up or cool-down activity.												
4	Parental Report	Parents participate in child's out-of-class participation assessment by developing anecdotal records, signing off on activity logs, or recording activities in which they participate with their child.												
4	Peer Observation	Students work with a partner and use a checklist to assess each other's throwing pattern. Criteria are provided by the teacher, including diagrams and/or pictures of the correct technique for throwing. Students feedback is limited to the criteria on the checklist.												
4	Oral Report	Students prepare and deliver an oral report on the ethnic background of the assigned sport, dance, or activity. Can be done in conjunction with a classroom teacher.												
5	Scoring Rubric	<p>Scoring Rubric: Concept of Open Space/Player</p> <p><i>Level 3:</i> Moves to open space with ball          Moves to open space without ball          Always passes to open teammates</p> <p><i>Level 2:</i> Sometimes moves to open space with ball          Sometimes moves to open space without ball          Sometimes passes to open teammates</p> <p><i>Level 1:</i> Seldom moves to open space with ball          Seldom moves to open space without ball          Seldom passes to open teammates</p>												
5	Student Journal	Students record progress in improving health-related fitness, including goals, activity, and reflections before, during, and after activity.												
5	Scoring Rubric	<p>Scoring Rubric: Fitness Program Design</p> <p><i>Level 3:</i> Sets realistic goals          Participates three times per week          Includes all fitness components</p> <p><i>Level 2:</i> Goals too easy/hard          Participates two times per week          Includes three fitness components</p> <p><i>Level 1:</i> Sets no goals          Participates one time per week          Includes two fitness components</p>												

GRADE	STRATEGIES	EXAMPLE															
5	Scoring Rubric	<p>Scoring Rubric: Responsible Behavior</p> <p><i>Level 3:</i> Completes task without supervision Helps settle disagreements among classmates Returns equipment without being asked</p> <p><i>Level 2:</i> Needs some supervision to complete tasks Does not argue with classmates Returns equipment when asked</p> <p><i>Level 1:</i> Needs constant supervision to complete tasks Argues with classmates Does not return equipment when asked</p>															
5	Rating Scale	<p>Rating Scale: Self-Confidence</p> <p>5 = Extends movement challenges when appropriate 4 = Extends movement challenges upon request of the teacher 3 = Meets movement challenges without extending the skill 2 = Modifies movement challenges to ensure success 1 = Does not meet movement challenges</p>															
6	Cooperative Project	Groups of students design a fitness routine that includes activities that will help develop each of the components of health-related fitness and apply the FITT concepts (frequency, intensity, time or duration, and type of exercise).															
6	Checklist	<p>Checklist: Winning/Losing</p> <table> <tr> <td>• Avoids trash talking</td><td>Yes</td><td>No</td></tr> <tr> <td>• Avoids excessive celebrating upon victory</td><td>Yes</td><td>No</td></tr> <tr> <td>• Accepts decision of officials</td><td>Yes</td><td>No</td></tr> <tr> <td>• Congratulates opponents after the game</td><td>Yes</td><td>No</td></tr> <tr> <td>• Recognizes and acknowledges outstanding play by opponents</td><td>Yes</td><td>No</td></tr> </table>	• Avoids trash talking	Yes	No	• Avoids excessive celebrating upon victory	Yes	No	• Accepts decision of officials	Yes	No	• Congratulates opponents after the game	Yes	No	• Recognizes and acknowledges outstanding play by opponents	Yes	No
• Avoids trash talking	Yes	No															
• Avoids excessive celebrating upon victory	Yes	No															
• Accepts decision of officials	Yes	No															
• Congratulates opponents after the game	Yes	No															
• Recognizes and acknowledges outstanding play by opponents	Yes	No															
6	Problem Solving	Small groups are given rules of an elimination game. They work to come up with modifications of the rules so that players are included, not excluded, from the game. Each group then teaches their modified version of the game to classmates.															
7	Student Self-Assessment	Following instruction and trials in all of the events of the track and field unit, students determine their best three events. For each of the three events, students describe the event, develop a list of performance cues for executing the skills, and report their best three performances.															
7	Problem Solving	When Amber plays 3-on-3 basketball with friends, she does very well handling the ball and shooting. When she doesn't have the ball, she is never quite sure what she should do. Identify two (3) options amber has when she does not have the ball. Be sure to be very clear with your suggestions. Pictures or diagrams might help clarify your options.															
7	Cooperative Project	In small groups, students develop a handbook for an outdoor pursuit of their choice. The handbooks contain equipment information, safety information, basic skills needed for the activity, suggested locations for the activity, and benefits of doing the activity.															
7	Peer Assessment	<p>Partner Fit-Check</p> <p>Each student administers a set of fitness tests to a partner to assess cardiovascular fitness, muscular strength and endurance, and flexibility.</p>															
7	Group Project	Students work in small cooperative groups to create a dance related to a school-wide theme. Students select the music from choices provided by the teacher. Dance creations should integrate the assigned topic area with the music and movements. Students present their dance to their classmates and parents.															

GRADE	STRATEGIES	EXAMPLE
8	Checklist	<p>Checklist: Gymnastics Routine</p> <ul style="list-style-type: none"> <li>• At least five elements included in routine Yes No</li> <li>• Elements performed from all skill categories Yes No</li> <li>• Completed within time limit Yes No</li> <li>• Acceptable level of technique used throughout Yes No</li> <li>• Smooth transitions from one element to next Yes No</li> <li>• All levels of difficulty displayed in routine Yes No</li> </ul>
8	Scoring Rubric	<p>Scoring Rubric: Lacrosse</p> <p>4 = Controls the ball and is accurate 90 percent of the time when cradling, scooping, throwing underhand, throwing overhand, and catching.</p> <p>3 = Controls the ball and is accurate 75 percent of the time when cradling, scooping, throwing underhand, throwing overhand, and catching.</p> <p>2 = Controls the ball and is accurate 50 percent of the time when cradling, scooping, throwing underhand, throwing overhand, and catching.</p> <p>1 = Controls the ball and is accurate less than 25 percent of the time when cradling, scooping, throwing underhand, throwing overhand, and catching.</p>
8	Problem Solving	Students work with a partner and practice a series of striking skills using different length levers and record their results according to how the changing lever length affected the speed of the swing, control of the swing, and distance the object traveled. Students draw conclusions based on their observations.
8	Individual Student Project	Students complete a personal fitness profile using a physical activity log and fitness assessments from the past three years. Based on the profile, students develop a six-week fitness program aimed at increasing their health-related fitness levels. Students implement the plan as an outside-of-class activity, keep a log of their activities over six weeks, and a reflective journal of their progress.
8	Individual Student	Students identify two recreational activities available in the community in which they have not participated, but think they might enjoy. Students visit the activity site and prepare a written or oral report describing the activity, required equipment, cost of participation, location, availability of instruction, and benefits of the activity.
8	Written Report	Students research and prepare a paper summarizing their findings related to the dangers involved in using performance-enhancing drugs. A scoring rubric can be used to assess content and organization of the paper.
8	Student Journals	Students reflect upon and record their thoughts about risk-taking in physical education class and the extent to which they are influenced by peers to take or not take risks. Both physical and psychological risks can be addressed. Students may elect to share their reflections in small peer group discussions. Might be better for activities within an adventure education curriculum.
8	Role Playing	Students participate in a small group game/activity requiring them to act as if they are the opposite gender. Girls will take the role of boys and boys will take the role of girls in the activity/game. After participating, students discuss how they felt as the opposite gender and identify any observed negative stereotyping.

GRADE	STRATEGIES	EXAMPLE
8	Scoring Rubric	<p>Scoring Rubric: Initiative or Cooperative Activity</p> <ul style="list-style-type: none"> <li>Students in small groups share an initiative (e.g., student-designed game) or cooperative activity. After the class participates in the activity, students are in charge of debriefing the group about the activity. The following rubric can be used to evaluate student participation in the project.</li> </ul> <p style="text-align: center;"><b>Level 4</b></p> <ul style="list-style-type: none"> <li>Interacts openly during debriefing</li> <li>Participates fully in activity</li> <li>Works well with others in the group</li> <li>Creates own initiative activity</li> </ul> <p style="text-align: center;"><b>Level 3</b></p> <ul style="list-style-type: none"> <li>Interacts during debriefing</li> <li>Participates well in activity</li> <li>Leads an activity</li> </ul> <p style="text-align: center;"><b>Level 2</b></p> <ul style="list-style-type: none"> <li>Does not interact often during debriefing</li> <li>Moderate involvement in activity</li> <li>Follows others, but does not participate fully</li> </ul> <p style="text-align: center;"><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Unwilling to interact in debriefing</li> <li>Uninvolved in group activity or remains “outside” activity</li> </ul>
9-12	Student Practice Log	Students track practice of skills learned in physical education class. Practice is done outside of class. Evidence of proficiency is recorded via success rates in practice, game performance records, etc. When students believe they are proficient, in-class demonstrations can verify.
9-12	Skill Tests	Students participate in valid and reliable tests for various activities.
9-12	Performance Task	Given a compass and map, students orienteer a marked course.
9-12	Self-Assessment	Students use a scoring rubric to evaluate their own performance in archery from a videotape of their shooting.
9-12	Service Learning Projects	Students work in small groups to create a lesson which provides understanding of the following movement principles in a dance unit: alignment, balance, articulation of isolated body parts, weight shifts, elevation and landing, fall and recovery. Students present their lesson to another group of students who are familiar with the ideas.
9-12	Student-Developed Assessments	Students establish a set of criteria and apply the criteria in evaluating their own and the work of peers.
9-12	Group Project	Students work in small cooperative groups to analyze two (2) individual/dual and two (2) team sports relative to fitness components (health-related and performance) required for success. Students present an oral report of conclusions to the class.
9-12	Role Playing	Students assume the roles of individuals characterized as Type A and Type B personalities and act out scenarios related to stressful situations in school, at home, and in social settings.
9-12	Performance Task	Students coach a doubles team during a match and give pointers at time-outs and between games.
9-12	Student Log/ Self-Evaluation	Students record the frequency, intensity, and duration of muscular strength/endurance training activities over a period of six weeks. Students evaluate their results at the 3- and 6-week mark using FITT principles.

GRADE	STRATEGIES	EXAMPLE																		
9-12	Fitness Tests	Students participate in at least two of the following tests and complete a profile of their cardiovascular fitness: <ul style="list-style-type: none"> <li>• Harvard Step Test</li> <li>• Cooper 12-minute walk/run</li> <li>• 1.5-mile run</li> <li>• 1-mile run/walk</li> <li>• FITNESSGRAM Pacer Test</li> </ul>																		
9-12	Performance Task	Students design a personal fitness program designed to enhance all components of health-related physical fitness, implement the program over six weeks, track progress, evaluate and modify the program based on results.																		
9-12	Group Project	Students work in small cooperative groups to identify rules for safe participation in aerobic fitness activities. A consolidated list is generated with input from all groups and a class safety poster is developed and posted in the gym.																		
9-12	Student Log—Goal Setting	Students chart progress in achieving self-set goals over a set period of time. Goal modifications (upward or downward) are tracked and justified.																		
9-12	Performance Task	Students pack backpacks for a hiking trip which requires them to be self-sustaining for three days.																		
9-12	Checklist	Checklist: Officiating Soccer Criteria <table> <tr> <td>• Maintains proper positioning</td><td>Yes</td><td>No</td></tr> <tr> <td>• Correctly calls violations</td><td>Yes</td><td>No</td></tr> <tr> <td>• Correctly calls fouls</td><td>Yes</td><td>No</td></tr> <tr> <td>• Properly aligns teams for penalty kicks</td><td>Yes</td><td>No</td></tr> <tr> <td>• Properly aligns team for corner kicks</td><td>Yes</td><td>No</td></tr> <tr> <td>• Maintains control of game</td><td>Yes</td><td>No</td></tr> </table>	• Maintains proper positioning	Yes	No	• Correctly calls violations	Yes	No	• Correctly calls fouls	Yes	No	• Properly aligns teams for penalty kicks	Yes	No	• Properly aligns team for corner kicks	Yes	No	• Maintains control of game	Yes	No
• Maintains proper positioning	Yes	No																		
• Correctly calls violations	Yes	No																		
• Correctly calls fouls	Yes	No																		
• Properly aligns teams for penalty kicks	Yes	No																		
• Properly aligns team for corner kicks	Yes	No																		
• Maintains control of game	Yes	No																		
9-12	Student Debate	Students debate both sides of the issue of the use of a golf cart by a disabled player in tournament play.																		
9-12	Peer Assessment	Students develop anecdotal records to assess the extent to which peers support teammates during practice in a basketball unit. Records are shared in small group discussions.																		
9-12	Interviews	Students interview peers about activity preferences and habits.																		
9-12	Service Learning Project	Students plan, organize and implement an appropriate “Family Outing” requiring map and compass skills.																		

Reference: Chepko, S. & Arnold, R.K. (2000). Guidelines for physical education programs: Grades K-12 standards, objectives, and assessments. Boston: Allyn and Bacon.

---

***APPENDIX E***

***MONTANA HEALTH ENHANCEMENT  
CONTENT AND  
PERFORMANCE STANDARDS***

---

---

## ***APPENDIX F***

# ***GLOSSARY OF COMMONLY USED ASSESSMENT TERMS***

---

# GLOSSARY OF COMMONLY USED ASSESSMENT TERMS:

1. **assessment:** Any planned technique used to measure, judge or diagnose a student's achievement, and to make inferences based on that evidence for a variety of purposes, including planning.
2. **authentic assessment:** Assessment designed to take place in a real-life setting rather than in an artificial or contrived setting which typifies traditional forms of assessment...frequently involves directly observable behavior.
3. **benchmark:** Details the knowledge and skills to be learned by the student at certain levels (e.g., grades 4, 8 and 12) on their way to reaching content standards.
4. **content standard:** Defines what students are expected to know, understand and be able to do.
5. **criterion-referenced:** Each student's score is compared to a preset standard (or criterion) of acceptable performance. All who meet the criterion receive an acceptable proficiency rating.
6. **evaluation:** The process of determining the degree to which a program or activity is working as intended.
7. **formative evaluation:** Information used to provide ongoing feedback to students and teachers about progress toward learning goals. It is the element of feedback and subsequent changes in teaching strategies.
8. **grading:** The process of assigning a grade or symbol to denote progress and to serve as a permanent record of student achievement. Grades are meant to provide a valid representation of student attainment of the stated objectives of the program.
9. **measurable objective:** A result that can be clearly quantified such as "15 more sophomores will receive grades higher than a 'C' in 2000 than did in 1999" versus "sophomores will improve."
10. **norm-referenced:** Each student's score is compared to the scores of other students: Students attaining a score in the 90th percentile have scored higher than 90 out of 100 students in a typical group nationally.
11. **performance assessment:** Assessments in which students demonstrate skills and competencies (the teacher observes the student doing things) rather than selecting one of several predetermined answers to an exercise.
12. **performance event:** An assignment given to students that is completed within one class period. It could be done individually, with a partner or in groups.
13. **performance task:** An assignment given to students that is completed in more time than a single class period and could extend for several weeks. It could be done individually, with a partner or in groups.
14. **performance standard:** Outlines the degree to which a student has met the standards in a curricular area. This is a rubric that places a student at a certain level (e.g., novice, nearing proficiency, proficient or advanced).

15. **portfolio:** A collection of student work. The “showcase” portfolio is a collection of the student’s best work, generally selected by the student, his/her parents and the teacher.
16. **process assessment:** Looks at the entire scope of the assignment, not only the finished product. If the assignment were to write a report, this would include the research, the development of an outline, the paper itself and possibly reflection by the student. If the assignment were a skill, it could include lead-up activities, rules, strategy, final performance and reflection.
17. **product assessment:** Looks at the final results to determine a score or grade. The best test of the ability to write a report is to look at the finished paper or the best test of the ability to perform a skill is to look at the final skill.
18. **qualitative:** Collecting information that can lead to conclusions, but is not easily measured in quantifiable terms (e.g., observation of a dance performance, results of a focus group or observation of a student role play).
19. **quantitative:** Can be measured or rated numerically (e.g., improve by 15 points; a score of 30).
20. **rubric:** A scoring guide, which clearly identifies the essential criteria and can be used reliably by the teacher or an outside rater.
21. **selected response:** Refers to an assessment item where the correct answer is provided, such as “multiple choice” or “True-False” questions.
22. **standard:** Outlines the knowledge and skills to be learned and demonstrated by the student, often referred to as “content standard.”
23. **summative assessment:** Information collected to evaluate students’ learning for grading, or for sorting or comparing students and/or assessment conducted to provide conclusions as to the effectiveness of a program, project, etc.
24. **systematic assessment:** Assessment in which a record is made of an individual’s performance over time.
25. **traditional vs. alternative assessment:** Traditional assessments have usually been “one-dimensional” in that they have focused on the end product: multiple-choice tests, true-false tests, or a final structured report determined whether or not students had the knowledge. Alternative assessments focus more on a multi-dimensional level. Students may be given an assignment that could take a variety of forms (e.g., paper, video, performance, etc.) and are assessed based on process, product and reflection. Students play a much greater role in the alternative assessment than in the traditional assessment.

---

## ***APPENDIX G***

## ***RESOURCES***

---



## **ASSESSMENT RESOURCES FOR HEALTH ENHANCEMENT**

### **INTERNET SITES:**

- <http://www.pecentral.org>
- [www.healthteacher.com](http://www.healthteacher.com)
- [www.phdimensions.com](http://www.phdimensions.com)
- [www.thegateway.org](http://www.thegateway.org)
- [www.education-world.com](http://www.education-world.com)

### **PUBLICATIONS:**

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); call (800) 321-0789 for ordering information on their “Assessment Series.” They also have several other assessment publications, including Professional and Student Portfolios for Physical Education, Assessment Strategies for Elementary Physical Education, and Assessing Student Learning: New Rules, New Realities.
- Performance Assessment Activities, Glencoe/McGraw-Hill, 15319 Chatsworth Street, PO Box 9609, Mission Hills, CA 91346-9609, 1996.
- A variety of publications through: Human Kinetics, PO Box 5076, Champaign, IL 61825-5076.
- How to Assess Student Work and Student-Centered Classroom Assessment, Prentice Hall, Inc., Upper Saddle river, NJ 07458.
- Montana Health Enhancement Curriculum Guides K-6 and 7-12 sent to each Montana school.



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

The Office of Public Instruction is committed to equal employment opportunity and non-discriminatory access to all our programs and services. For information or to file a complaint, please contact the OPI Personnel Division, (406) 444-2673.